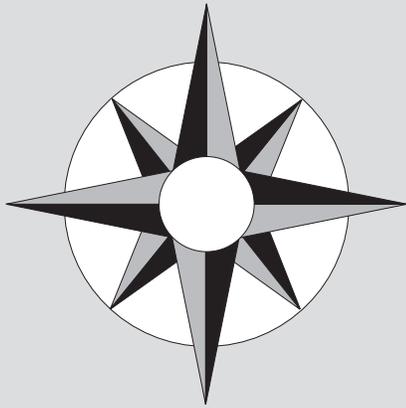


STUDENT TEST BOOKLET – LAUSD



Skills Assessments

Developed for
Los Angeles Unified School District Teachers
Using *Open Court Reading 2000*

G **R** **A** **D** **E**

5

Unit 1

Student Name _____

DIRECTIONS: Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

The Fun They Had

Isaac Asimov

Margie wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today, Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly. It was awfully funny to read words that stood still instead of moving the way they were supposed to—on a screen, you know. Then, when they turned back to the page before, it had the same words on it as when they read it the first time.

"Gee," said Tommy, "What a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it, and it's good for plenty more. I wouldn't throw *it* away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She said, "Where did you find it?"

"At my house, in the attic." He pointed without looking because he was busy reading.

"What's it about?"

"School."

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test after test in geography and she had been doing worse and worse, until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round, little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew all right. After an hour or so, there it was again, large, silver, and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code, which they had made her learn when she was six years old; the mechanical teacher calculated the marks in no time.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory." Then he patted Margie's head again.

Now answer the questions about this part of the selection.

1. Why do Margie and Tommy find the book interesting?
 - A. The pages were full of colorful pictures.
 - B. The story was written by their favorite author.
 - C. They liked to read books.
 - D. It was very old and printed on paper.

2. Telebooks differ from regular books because they
 - A. are written in a punch code.
 - B. have words which move on a screen.
 - C. must be played on a tape recorder.
 - D. are books that have been made into movies.

3. Margie writes her homework in special code because
 - A. she doesn't want anyone to copy her work.
 - B. a machine grades her work.
 - C. her parents write everything in code.
 - D. her teacher doesn't speak English.

4. Margie is having trouble with geography because
 - A. she does not study hard enough.
 - B. her teacher assigns too much homework.
 - C. the geography sector was presented too fast.
 - D. she hates the slot where she puts test papers.

5. Which of the following best explains why Margie hates school more than ever?
 - A. She never understands what her teacher is saying.
 - B. The County Inspector visits her school too often.
 - C. Her teacher makes her take too many tests.
 - D. There are no other students in her class.

Margie was disappointed. She had been hoping they would take the teacher away. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*centuries* ago."

Margie was hurt. "Well, I don't know what kind of school they had long ago." She read the book over his shoulder for a while, then said, "Anyway, at least they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough to be a teacher."

"Sure he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha."

Margie wasn't prepared to dispute that statement. She said, "I wouldn't want a strange man in my house teaching me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches, and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those peculiar schools.

They weren't even half-finished when Margie's mother called, "Margie! School!" Margie looked up. "Not yet, Mama."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Now answer the questions about this part of the selection.

6. Why does Margie think humans can't teach as well as mechanical teachers?
- A. They aren't as smart as machines.
 - B. They can't understand their students.
 - C. They make their students take too many tests.
 - D. They can't teach all subjects.
7. The story says that Tommy answered Margie nonchalantly as he walked away. What does the word *nonchalantly* mean?
- A. disagreeably
 - B. curiously
 - C. casually
 - D. reluctantly

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. She imagined all the kids from the whole neighborhood laughing and shouting in the schoolyard, sitting together in the schoolroom, and going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

And the teachers were people...

The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —"

Margie was thinking about how the kids must have loved going to school in the old days. She was thinking about the fun they had.

Now answer the questions about this part of the selection.

8. How were students' schooling experiences in the old days different from Margie's?
- A. They had homework.
 - B. They took tests.
 - C. They studied different subjects.
 - D. They talked to each other about what they were learning.
9. Margie would like a classroom filled with
- A. books and maps and charts.
 - B. a big chalkboard.
 - C. children her own age.
 - D. desks and tables.
10. What advice do you think the author might give about teaching?
- A. Put children in a classroom with other students.
 - B. Have children learn by watching television.
 - C. Give students more tests and less homework.
 - D. Encourage children to read more telebooks.

TOTAL SCORE: ____/10

Read each sentence. Underline the capitalization errors you find in each sentence.

1. our class enjoyed reading the poem, "the little red wagon."
2. the movie *titanic* won many academy awards.
3. have you read *time* magazine or the *new york times* newspaper?
4. campers were singing "on top of old smoky" as they sat around the campfire.

Read each sentence. Add commas to set apart the nouns used in direct address.

5. Margie do you like the mechanical teacher?
6. Did your team lose the game Mr. Wilson?
7. Listen Maria and Tommy so you will know the rules.

Read the following sentences and underline the prepositional phrase in each.

8. Margie's grandfather told her that a long time ago all books were printed on paper.
9. In his attic, Tommy found the old, yellow book.
10. The little man with a red face fixed Margie's machine.

TOTAL SCORE: _____/10

NOTES

DIRECTIONS: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the answer you have chosen. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. <input type="radio"/> A. The runner skinned his <u>knees</u> when he fell to the ground.</p> <p><input type="radio"/> B. We took a <u>note</u> to the principal to invite her to our play.</p> <p><input type="radio"/> C. He bruised his <u>nuckle</u> when he tried to catch the fly ball.</p> <p><input type="radio"/> D. No mistake</p> | <p>4. <input type="radio"/> A. The nurse asked her to <u>breathe</u> into a tube to measure her lung capacity.</p> <p><input type="radio"/> B. We knew he was nervous when a <u>beed</u> of sweat formed on his upper lip.</p> <p><input type="radio"/> C. The students <u>cheered</u> so loudly no one could hear the announcer.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>2. <input type="radio"/> A. My writing is neater when I use a sharp <u>pencil</u>.</p> <p><input type="radio"/> B. We'll visit the nation's <u>capital</u> building during our class trip this year.</p> <p><input type="radio"/> C. The queen's crown was covered with <u>jewels</u>.</p> <p><input type="radio"/> D. No mistake</p> | <p>5. <input type="radio"/> A. Friends were <u>planing</u> a tailgate party before the football game.</p> <p><input type="radio"/> B. Add the first two numbers before <u>subtracting</u> the last number.</p> <p><input type="radio"/> C. Everyone in the theatre could hear the <u>whining</u> baby.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>3. <input type="radio"/> A. Rocks <u>bownced</u> and tumbled down the hill.</p> <p><input type="radio"/> B. Long <u>vowels</u> sound like their name.</p> <p><input type="radio"/> C. Shape the clay into <u>round</u>, smooth cylinders.</p> <p><input type="radio"/> D. No mistake</p> | |

6. A. The west brantch of the library is closed on Saturdays.
- B. As he waved goodbye, he could feel his heart wrench with sorrow.
- C. Please put the dirty dishes in the kitchen sink.
- D. No mistake
7. A. The principal was satisfied with the student's explanation.
- B. Put everything in your desk except your math book.
- C. The twists and turns of the mystery novel excited my imagination.
- D. No mistake
8. A. He received two packages on the same day.
- B. The artist applied several colors to his canvas.
- C. The surfer was applying wax to his surfboard.
- D. No mistake
9. A. They hoped the addition of two new classrooms would lessen overcrowding.
- B. The competision had to be delayed because of rain.
- C. Our teacher assigned ten long division problems for homework.
- D. No mistake
10. A. I wanted to believe she was telling the truth.
- B. Turn off all the lights in the house when you lieve.
- C. Were the lobbyists able to defeat the bill?
- D. No mistake.

TOTAL SCORE: _____/10

PART 1 — Antonyms

DIRECTIONS: Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

1. She deliberately lost the match so that she would not have to play again.
 - A. purposely
 - B. wretchedly
 - C. energetically
 - D. accidentally

2. Though faced with many hardships, the man never developed a defeatist attitude.
 - A. accurate
 - B. mischievous
 - C. athletic
 - D. confident

3. The ramshackle building was torn down and replaced with a new structure.
 - A. shaky
 - B. sturdy
 - C. slumped
 - D. spare

PART 2 — Multiple Meanings

DIRECTIONS: Read the sentence. Read and answer the question. Fill in the bubble next to the answer.

4. I was happy to second the motion when my friend was recommended for class president.

In which sentence is the word second used **in the same way** as in the sentence above?

 - A. Even though he ran his fastest time, he lost the race by half a second.
 - B. This will be my second trip to the ocean.
 - C. She climbed the second highest mountain in the world.
 - D. He could not run in the election because no one would second his nomination.

5. The star volleyball player could spike the ball better than anyone else.

In which sentence is the word spike used **in the same way** as in the sentence above?

 - A. The metal spike on his soccer shoe injured my foot during the game.
 - B. Our fence has a sharp spike on the top of each post.
 - C. Her spike placed the ball in the backcourt.
 - D. The scientist observed an unexpected spike on the Richter scale.

PART 3 — Context Meaning

DIRECTIONS: Read the sentence. Using context, choose the word that means the **same** or **about the same** as the underlined word. Then fill in the bubble next to the word you have chosen.

6. He was confused and mystified by the strange object flying through the sky.
 - A. pestered
 - B. puzzled
 - C. honored
 - D. persuaded

7. The scenic, bubbling rivulet wound its way around the village.
 - A. terminal
 - B. player
 - C. path
 - D. stream

PART 4 — Synonyms

DIRECTIONS: Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

8. Realizing her mistake, the woman pondered how she should correct the error.
 - A. reflected
 - B. juggled
 - C. collided
 - D. deigned

9. They decided not to pressure him to join their club.
 - A. elect
 - B. nominate
 - C. represent
 - D. force

10. Curious neighbors looked over the fence to find out what was causing the commotion.
 - A. contest
 - B. disturbance
 - C. campaign
 - D. quivering

TOTAL SCORE: _____/10

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Eight of the ficus trees in the school’s courtyard 9
 were looking unhealthy. They were wilted and could 17
 soon perish. A cure needed to be discovered at once. 27
 The school community was mystified. Therefore, the 34
 botany club was placed in charge of the dilemma. 43
 This frazzled group felt the extreme pressure. The 51
 club devised a contest to determine how to save the 61
 school’s precious vegetation. The students’ biggest 67
 concern was that perhaps no one would discover a 76
 way to revive the plants. 81
 After hearing about the contest, Rob and Jon 89
 formed a two-man team. The following weekend, 97
 Jon drove to a neighboring town to get an unusual 107
 fertilizer for the beloved plants. 112
 On Monday morning, tension was apparent in 119
 Rob’s face as he paced back and forth in front of the 131
 school waiting for Jon’s arrival. He watched with 139
 nervous anticipation. Soon he spied the bus as it 148
 slowed and stopped at the curb. When he saw his 158
 friend disembark, Rob hoped the solution had been 166
 found. As Jon exited, Rob noticed that he held a 176
 bottle of pellets in his hand. Jon waved and yelled, 186
 “Our plants are saved!” 190
 The young future scientists won the contest. 197
 The club project was successful although further 204
 research to discover a permanent cure for the ailing 213
 plants would be necessary. 217

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion	
(50th %ile)	= 110

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Athletes gather at the starting line of the Boston Marathon. The sun peeks over the horizon. Wind blows toward Peter and then drifts westward across the river into town. The scene crackles with excitement. As tension builds, racers squint their eyes and flex their muscles. No words are spoken as they move into position. There are hundreds of people participating every year, each individual with a different reason for being there.

Peter is a rookie sports reporter. When the editor assigned today’s work, he told Peter to cover the competition from beginning to end. The rookie knows his first assignment may determine his future success as a writer. He breaks out in a cold sweat. His first story must be interesting and well written. Removing his fleece gloves, Peter’s fingers sting with the morning chill. Nervously, he cracks his knuckles.

As Peter takes his pencil and writes a few preliminary notes, a gun signals the start of the twenty-six mile race. Should he focus on the leading racers? Who will reach the finish line first? Some, he knows, won’t cross until late afternoon. Some won’t complete the race. Will something sensational happen? Peter panics. He must decide on the main focus of his story. His editor wants the finished article on his desk before the 8:00 p.m. deadline.

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 110

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Persuasive Writing Assessment Prompt

Writing Situation: Your class will vote on how you will pick teams for games your class plays. You will decide to have either the students or the teacher pick teams.

Audience: Your classmates

Directions for Writing: Think about the stories you read in the *Cooperation and Competition* unit. Take a clear position on whether the students or the teacher should pick teams. Write a multiple-paragraph composition that persuades your classmates to choose teams the way you think is best. Give reasons to support your position. Address your classmates' concerns or questions. Write a concluding paragraph that ties your ideas together and restates your position.

You will score the most points if you use the following checklist.

Revising for Genre: Persuasive

You should:

- _____ state your position clearly (students decide or teacher decides)
- _____ support your position with clear reasons
- _____ address your classmates' concerns or questions
- _____ organize your paper by writing in a logical way that will make sense to the reader.

Revising for Writing Strategies (Traits)

You should:

- _____ write a multiple-paragraph essay that presents your ideas in a logical order
- _____ provide details and transitional words that link your paragraphs together
- _____ write a concluding paragraph that summarizes important ideas and details
- _____ restate your position in your concluding paragraph

Proofreading for Conventions

You should:

- _____ use correct punctuation, capitalization, and grammar
- _____ use correct spelling
- _____ use a variety of sentence structures to make your writing interesting and to connect ideas

TOTAL SCORE: _____/4

NOTES

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NOTES

Tenth Edition

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